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ABSTRACT

This study surveyed participants in the Hubbard Summer Academy for Future Teachers at Emporia State University, Kansas, which is designed to take the best and brightest high school seniors who are interested in becoming teachers and help them better understand what teachers do. The survey was mailed to all Summer Academy students who had graduated from the program between 1989-97. It sought information on: background and identifying data (name, age, address, Social Security number, family educational level, and income); college status (school attended, major, degrees received, grade point average, scholarships, and employment); and current employment and role they fulfilled if they were teaching. Respondents also provided information on civic and community activities, leisure time activities and hobbies, and the strongest aspects of the Summer Academy. Analysis of data from 116 respondents indicated that most participants were female, age 18-27 years, white, and unmarried. Students who attended the academy were very likely to pursue education as a career. Most respondents stayed in Kansas to obtain their education, and a large percentage chose Emporia State University. Respondents said that the Academy provided a valuable tool for helping them develop a clearer understanding of the field. The survey is appended. (Contains 11 references.) (SM)

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THE HUBBARD SUMMER ACADEMY FOR FUTURE TEACHERS:
Implications for Teacher Education

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February 2000

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INTRODUCTION AND HISTORY OF THE ACADEMY

The Summer Academy for Future Teachers originated at Emporia State University in 1988, and was initially implemented by Dean Jack Skillett of the Teachers College and Dr. Robert Glennen, the president of the university. The purpose of the Academy was to select the best and brightest high school seniors to be who were interested in becoming classroom teachers. The Academy was established to help these individuals better understand what teachers do and to determine whether or not they have the potential for meeting the challenges of the profession. The coordination and management of the Academy was placed under the direction of the Jones Institute for Educational Excellence, an entity of The Teachers College.

Since 1990, the Summer Academy has been funded by the R. D. and Joan Dale Hubbard Foundation of Ruidoso, New Mexico. The Academy received a Christa McCauliffe Showcase for Excellence Award from the American Association of State Colleges and Universities in 1989 when it was recognized as a highly respected training opportunity for students who wished to be teachers. In addition to funding the Academy, the Hubbard Foundation provides two scholarships of $2,000 per year for four years of study, and one scholarship of $1,500 per year for four years of study to graduates of the Academy who choose to attend Emporia State University and major in teacher education.

The format of the Academy is to provide an intense six-day program with approximately fifty participants who share in a variety of activities that will help them to see what teachers do and determine whether or not they wish to enter that profession. Activities include participating in seminars on leadership and self improvement, communicating via interactive video and e-mail to other educational sites in Kansas, and

having the opportunity to listen to presentations by, and to interact with ESU instructors, Kansas State Teachers of the Year, Kansas Master Teachers, and an inductee from the National Teachers Hall of Fame.

The objectives of the Academy are specifically to introduce students to: (1) a wide variety of teacher education career opportunities, (2) study and time management techniques, (3) problem solving and creativity building, (4) award winning teachers and the chance to work with them, (5) the development of leadership skills, and (6) peers from around the state also interested in teaching.

The participants are selected by filling out appropriate application materials sent out by the Jones Institute each January to all public and nonpublic Kansas high schools. Approximately fifty students are chosen from throughout the state and serve to represent the diverse population of the State of Kansas. Selectees also must have recommendations from their high school principal or counselor, and the approval of their parent or guardian. Students who are accepted to participate in the academy must pay a participation fee of $65.00. The only other cost to the student is the amount needed for transportation to and from Emporia State University, and any incidental personal expenses. Housing, meals, and all additional Academy activities are funded by the Hubbard Foundation.

The director of the Academy is Dr. Leo Pauls, the executive director of the Jones Institute for Educational Excellence, and Dr. Scott Waters serves as assistant director. Five outstanding Emporia State teacher education faculty members serve as the core Academy faculty and conduct the classes and seminars during the week.

REVIEW OF THE LITERATURE

In preparation for conducting this study and the development of the survey instrument, the author reviewed literature relative to summer teaching academies, future teacher characteristics, and teaching as a career.

A study conducted in 1994 and based on the future teacher academy at Arkansas State University, describes the university's implementation of a summer academy for future teachers as a recruitment strategy to attract academically talented high school students from a variety of ethic backgrounds. The article includes the many facets involved in the Summer Academy for Future Teachers. The Academy particularly focused on the methods of recruiting, staffing, academy curriculum, and the planning details involved in sponsoring the academy. Its conclusions indicated that the summer academy is an ongoing recruiting tool to further attract the most capable and culturally diverse population into teacher education.

Staudt and Benson (1994) conducted a study describing the Center for Educational Development and Excellence in San Antonio, Texas. It is a model of a professional school and community partnership for minority recruitment into teacher education. It consists of two three-week institutes with an enrollment of over 75% percent Hispanic students. These institutes, designed for students who may choose teaching as a career, are held simultaneously for high school students or college students who have completed their freshman or sophomore year. Educational technology is a primary focus of the institutes, with an additional intent being to provide experiences which might ignite an interest in education and encourage participants to consider teaching as a profession.

Follow-up data indicate that the institutes have been successful in promoting an interest in teaching among minority students.

A program established at Kean College in New Jersey in 1988 targets the Hispanic-American population. It aims to improve the high school graduation rate of Hispanic students and increase their opportunities for college admission. A secondary goal is to increase the number of minority students who choose teaching as a profession. The program has been found to foster student attitudes of academic success and to design instruction and counseling to fit students' needs (Project Adelante, 1994).

In a study focusing on characteristics of entering teacher education candidates, Brookhart and Freeman (1992) found four categories of teacher characteristics: (1) demographic and background variables (gender, age, high school experiences); (2) reasons for choosing teaching, career plans and expectations; (3) confidence, self-assurance, or optimism about teaching; and (4) perceptions of the roles and responsibilities of teachers, orientations to teaching, or beliefs about teaching. They also found the primary reason for entering careers in teaching was personal satisfaction rather than a paycheck, helping others, and helping children. The second most frequently chosen reason was good preparation for family life. Also selected with frequency was a desire to work with children, a desire to impart knowledge, the opportunity to continue one's own education, and a desire to provide service to society. The article concluded that future research on the characteristics of entering teacher candidates should serve practical purposes for teacher education program design and theoretical purposes of understanding the processes of learning to teach.

A Nevada study found significant correlations between measures of personality and students' outcomes. There was little consistency in the description of personality profiles of effective teachers. They also found there are differences between what women would exhibit in terms of behavioral components of teachers and personality components of teachers, and those of men. For example, women exhibited more dependability, responsibility, honesty, and resourcefulness than their male counterparts (Jenkins, Fisher, and Applegate, 1989).

In another study, gender and cohort differences in students' decisions to become teacher education majors were examined. In this study, Montecinos and Nielsen (1997) found that men and women elementary education students differed in three areas: the time it would take to make a career choice, with men more frequently deciding while in college; the mediating factors that fostered an interest in teaching, with men more frequently stating prior experiences working with children as a major deciding factor; and the long term professional aspirations each group held, with men more frequently expressing an interest in administration. The participants in this study indicated the main reasons for deciding to become teachers were: wanting to make a difference in children's lives and their love for children. When asked what factors most influenced their decision to enter teaching, about half the females and one third of the males cited prior experiences of working with children. The second most frequently cited factor was the desire to follow in the steps of exemplary teachers students had in their schooling experiences.

Mayer (1993) detailed several ways in which high school principals can encourage talented high school students to consider teaching as a career. If such efforts are to be successful, he states, a belief system must exist that says that teaching is

important, that teachers do make a difference, and that the intrinsic rewards of teaching are supported by the extrinsic rewards. A study conducted in Florida in 1985 and cited in "Teaching as a Career" (1995) identified those aspects of teaching that were appealing and unappealing to Florida high school students. Additionally, it sought to learn what changes in the teaching profession would increase the attractiveness of teaching. From an analysis of 2,123 responses, the following student beliefs about teachers and teaching were developed:

1. The salary for beginning teachers is too low.
2. Teacher work schedules would not encourage students to choose teaching as a career.
3. Characteristics selected by students to describe a "good classroom teacher" were similar to behaviors identified by current researchers associated with improved student achievement.
4. Teacher behaviors manifesting affective aspects of the teaching-learning process were among the most important characteristics of a good teacher.
5. More and newer equipment is needed in the schools.
6. The apparent lack of interest in learning by students was seen as a deterrent to a teaching career.
7. Students do not show sufficient respect for teachers.
8. Ineffective teachers should be leaving the profession.

Morales (1994), in a study relative to why people choose teaching as a career, surveyed a group of 102 teacher education majors who were completing their student teaching experience. These students were asked to select from a list of 23, the reasons for

choosing teaching as a career. The number one reason selected was the personal satisfaction of seeing children learn. The second most frequent response was the feeling that they had something to offer to children. The study concluded that the fulfillment of a need for service, the need for power, and the power to influence others were the major reasons why the respondents chose teaching as a career.

In Washoe County, a school district in Nevada where minority teachers made up only five percent of the teacher force, a study was conducted to better understand high school seniors' perceptions of teaching as a career and to determine if differences existed in students' perceptions based on ethnicity and gender. The total number of students surveyed was 1,537, of whom 50.5% were males and 49.5% were females, 2.5% were Native Americans, 6.7% were Asian, 2.5% were Black, 9.6% were Hispanic, and 78.7% were White. Only 9.4% of the seniors responded to an interest in teaching as a career while 63.9% expressed no interest.

The Washoe County study found that a higher percentage of the students interested in teaching did attend college in comparison to those not interested in a teaching career. The study recommended that more attention be given to "home-grown" minority teachers within a K-12 setting. Also, the study indicated that school district personnel should develop recruitment strategies associated with prestige and recognition of the teaching profession, recognizing the difference in perceptions of majority and minority males and their interest in specific teaching subjects. The respondents in the survey frequently mentioned personal contacts through professionals, family, and friends as consistent factors in career selection. The study concluded that teachers, counselors,

and other educational personnel should encourage talented minority students to consider teaching as a career (Summerhill, Matranga, Peletier, and Hill, 1998).

In summary, teaching provides an opportunity to work with groups of students in a direct, constant fashion for an extended period of time. Teachers have the unique experience of witnessing the intellectual, social, and even physical growth of their students while at the same time enjoying feeling like major contributors to this process. Teaching offers inner rewards, a sense of having contributed to the betterment of humanity, and a sense of having made a difference in a student's life.

PROCEDURES AND METHODOLOGY

The Hubbard Summer Academy for Future Teachers has been in existence since 1989. Since this time, over 500 students have attended and graduated from the program. A survey was developed to gather information from past graduates of the Hubbard Summer Academy. This survey instrument was mailed to all former Summer Academy attendees who had graduated from the program between 1989 and 1997. The pool of participants used in this study (N=332) were those for which valid mailing information could be obtained from the Jones Institute for Educational Excellence. The mailing (see Appendix A), in addition to the survey instrument, included a cover letter explaining the purpose of the survey and requesting the students' cooperation. An addressed, stamped envelope for returning the survey to the Jones Institute also was included. A request for forwarding service was placed on the cover of the envelope containing the survey in the event that the addressee no longer lived at that address. Academy graduates were asked to return the questionnaire by October 25, 1999.

The survey sought information in the following categories: (a) background and identifying data -- name, age, current address, social security number, high school attended and location, ethnicity, marital status, family educational level, and income; (b) college status such as where they attended school, what they were majoring in, the degrees they received, their GPAs, scholarships, and employment; and (c) where they currently were employed and what role they fulfill if they are indeed in the profession of teaching.

The survey requested participants to provide information concerning their civic and community activities, their hobbies and leisure time activities, and what they believed to be the strongest aspects of the Hubbard Summer Academy. Within each of these categories the participants were provided a list of activities and aspects from which to choose. The civic and community involvement choices included: (1) religious, (2) student and alumni, (3) youth organizations, (4) service organizations, and (5) charitable organizations. The hobbies and leisure time activity choices included: (1) sports and exercise, (2) reading and writing, (3) art and music, (4) computer activities, and (5) electronic games. The choices for strongest aspects of the Hubbard Summer Academy included: (1) interaction with academy faculty, (2) interaction with other students, (3) interaction with guest speakers, (4) speakers, (5) variety of activities, and (6) topics addressed. In addition to these choices, each of the three categories included an "other" category, with space provided for the participants to provide additional information about themselves or the academy.

Following the initial survey response deadline, a phone follow-up was completed which resulted in agrand total of 35% (116) actually being contacted and responding to the survey.

Statistical analyses were performed and demographic information was coded using basic statistical coding methods. The high schools represented by each of the respondents were coded by the appropriate State of Kansas Unified School District numbers accordingto the 1999-2000 Kansas Educational Directory. Occupations of the individuals who already had entered the labor force were coded by their two-digit occupational divisons found in the Dictionary of Occupational Titles (4th ed., revised 1991).

ANALYSIS AND RESULTS

This study surveyed individuals who attended the Hubbard Summer Academy for Future Teachers at Emporia State University (Emporia, Kansas) between the years of 1989 and 1997. Data for this study were analyzed using various descriptive statistics. A discussion of the results and their analyses are presented based on the following tables.

Table 1:

Enrollment Response by Gender

Gender	Response Frequency	Response Percentage
Male	20	17.2%
Female	96	82.8%

Valid Responses: 116

The number of females responding to the survey exceeded the number of males by a ratio of almost 4:1. This ratio differed from the actual academy participant ratio which was 76.4% females and 23.6% males. The respondents' ages ranged from 18 to 27 years with the average age being 21 years old.

Table 2:

Enrollment Response by Ethnicity

Ethnicity	Response Frequency	Response Percentage
White	103	92.8%
Black	4	3.6%
Hispanic	4	3.6%

Valid Responses: 111

Table 3:

Respondent Marital Status

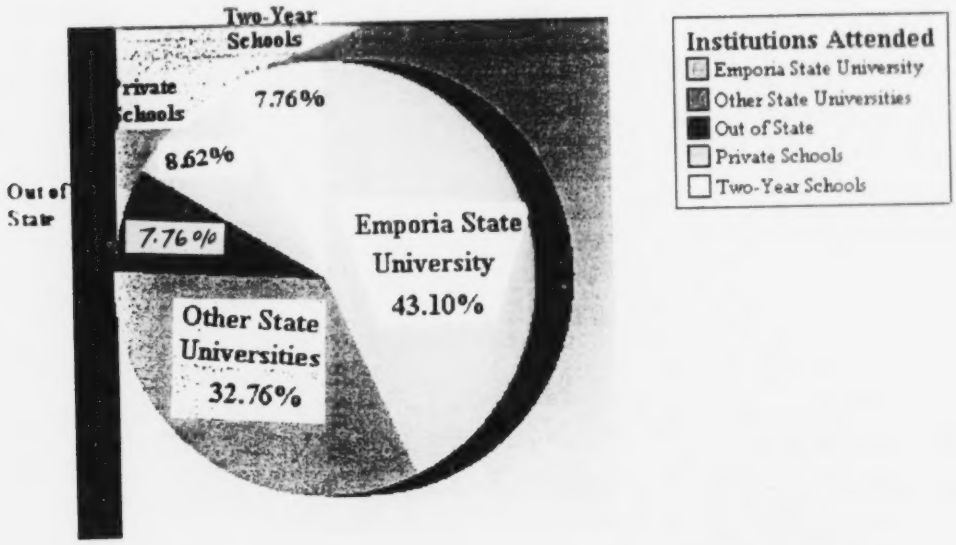
Marital Status	Response Frequency	Response Percentage
Married	21	19%
Unmarried	91	81%

Valid Responses: 110

The ethnic breakdown of the sample was 103 White, 4 Black, and 4 Hispanic. The percentages for these categories are White-92.8%, Black-3.6%, and Hispanic-3.6%. Five participants did not provide a response to this category. The marital status of the attendees indicated that 21 of the respondents were married and 91 were not married.

Figure 1:

Institutions Attended by Academy Respondents



As illustrated in Figure 1, over 92% of the Summer Academy respondents stayed in the State of Kansas to obtain their education. These respondents have attended, or are attending, a variety of different types of institutions. However, almost 76% chose to attend state universities. Out of this seventy-six percent, 43% percent of those individuals picked Emporia State University as their school of choice. Four-year private institutions and two-year community colleges also were chosen with some frequency, 8.62% and 7.76% respectively. Additionally, the majority of the students who currently were attending a two-year school said it was just the beginning step to getting their four-year degree. The respondents also indicated they made their choice of institution based on factors such as the convenient location of the school and the level of their overall educational expenses.

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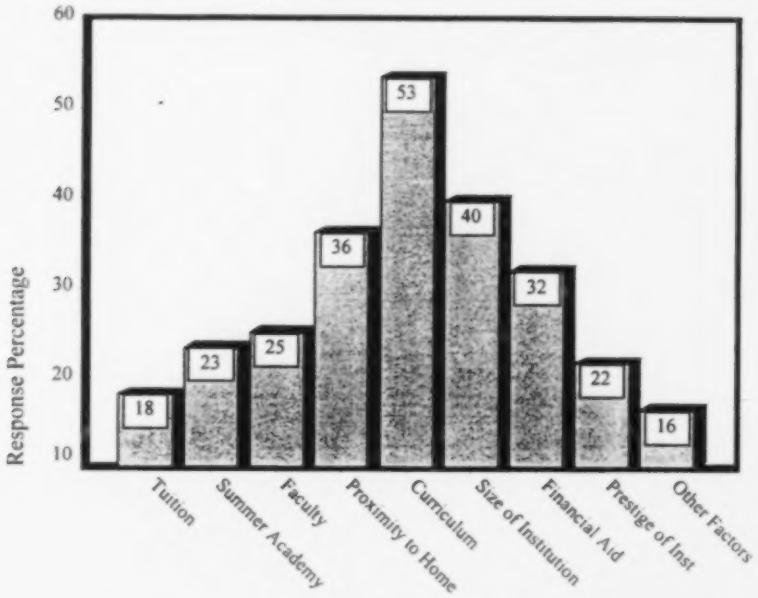
Figure 2:

Factors Influencing Choice of Undergraduate Institution



The primary reasons given by respondents for selecting their undergraduate institution are ranked in order as follows: (1) the availability of the major in the institution's curriculum, (2) size of the institution, (3) proximity of the school to their family, (4) amount of financial aid offered by the institution, (5) reputation of the faculty, (6) involvement in the Summer Academy, (7) prestige of the institution, and (8) cost of tuition.

A major point of interest regarding the influence of the Summer Academy as a major factor in the choice of undergraduate institution is that only 26 (23.3%) of the respondents chose this category as an influencing factor. However, of the 26 respondents who selected Summer Academy involvement as one of their top three choices, 25 of those respondents chose to attend Emporia State University. Additionally, 23 of these 26 respondents entered the field of education.

Figure 3:

Current Education Level of Academy Respondents

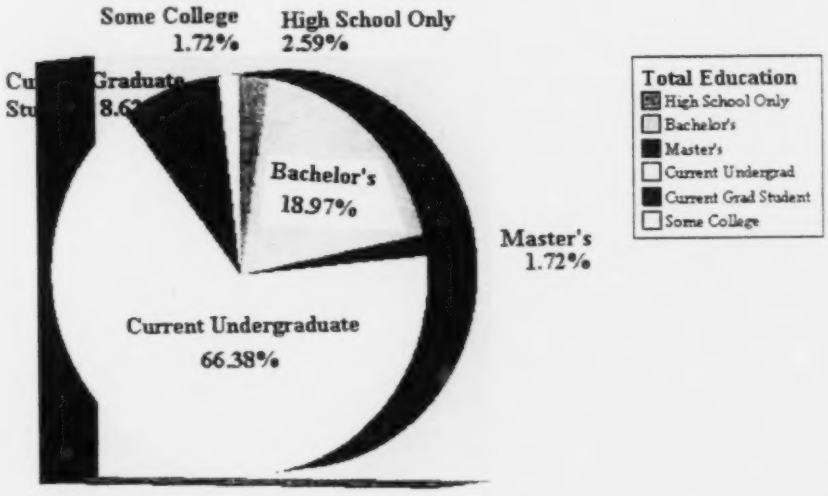


Figure 3 provides an overview of the current level of education obtained by the Summer Academy respondents. At the time this study was conducted, most respondents were attending school as undergraduates. Although the percentage of individuals who have completed a bachelor's or master's degree program may seem low, they actually are not. Many of the participants are currently attending college. When compared against the age of the individual respondents, only 41 of the respondents were at or above 22 years of age. This is the approximate average age of traditional college students graduating with a bachelor's degree.

Of these 41 respondents, 22 (51%) had received a bachelor's degree and 6 (14.6%) were currently attending school as an undergraduate. Additionally, of those who were old enough to be attending or to have completed a master's degree program, 12

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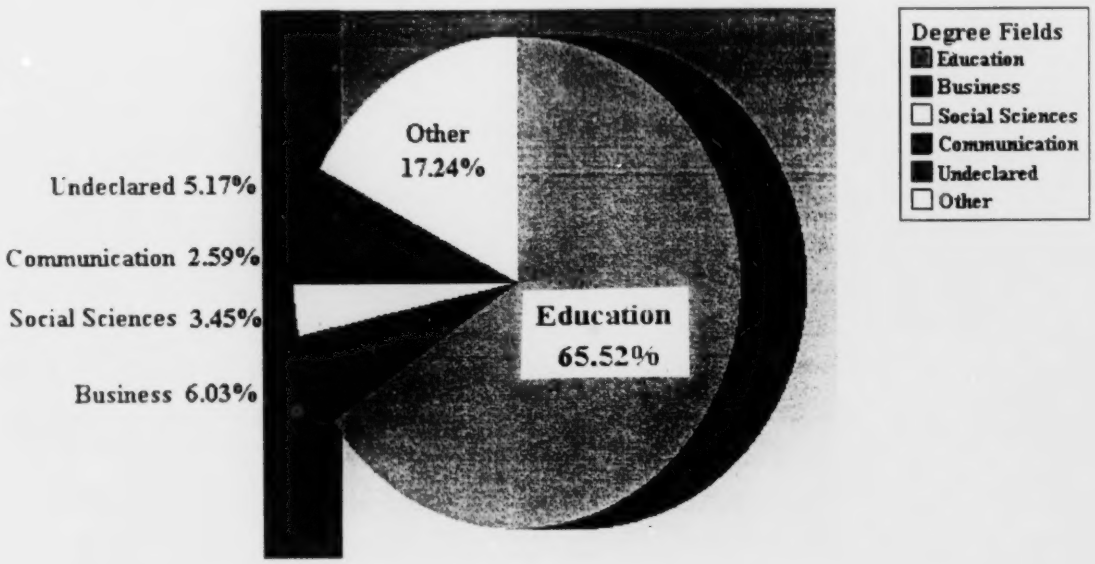
(29.4%) had either completed their program or were currently enrolled. The last 5% is accounted for by two respondents who chose not to attend college.

Figure 4:

Degree Fields Chosen by Academy Respondents



Education was clearly the dominant field chosen by the Summer Academy attendees participating in this study. Seventy-six (65.52%) of the 116 participants of this study entered the field of teacher education. Although there were several different fields chosen, none of them were chosen with a high enough frequency to be included as an individual category in Figure 4. Therefore, many of these degree fields were collapsed into the "Other" category depicted above.

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Figure 5:

Academy Respondents Majoring in Education

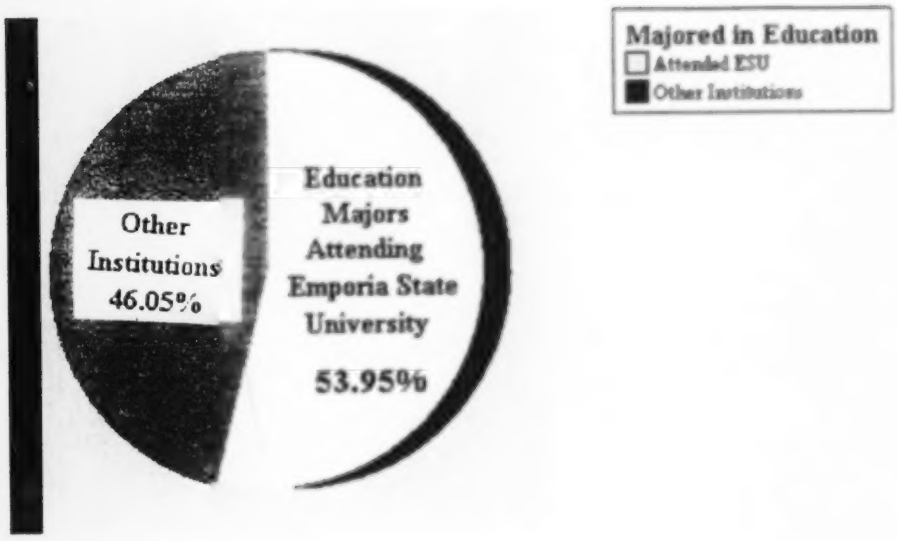
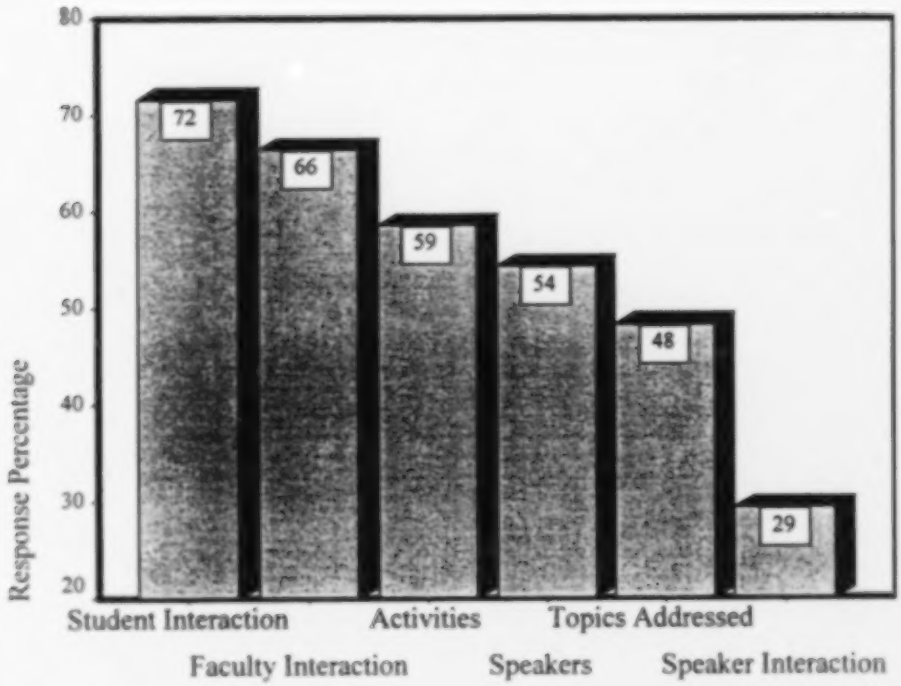


Figure 5 illustrates a breakdown of the 65.52% of respondents from Figure 4 who chose teacher education as their primary field of study. The major point of interest here is the number of students who chose to attend Emporia State University (ESU). Upon closer observation, it was found that 31 (40%) of the 77 current undergraduates were attending ESU. Twenty-five (81%) of these students were enrolled as teacher education majors. Likewise, 18 (53%) of the 34 respondents who already have received their bachelor's degree had attended ESU and 15 (83.3%) of those 18 students majored in teacher education. Eight (66.6%) of the 12 respondents who currently were enrolled in or had already completed their master's degree program also attended ESU.

Figure 6:

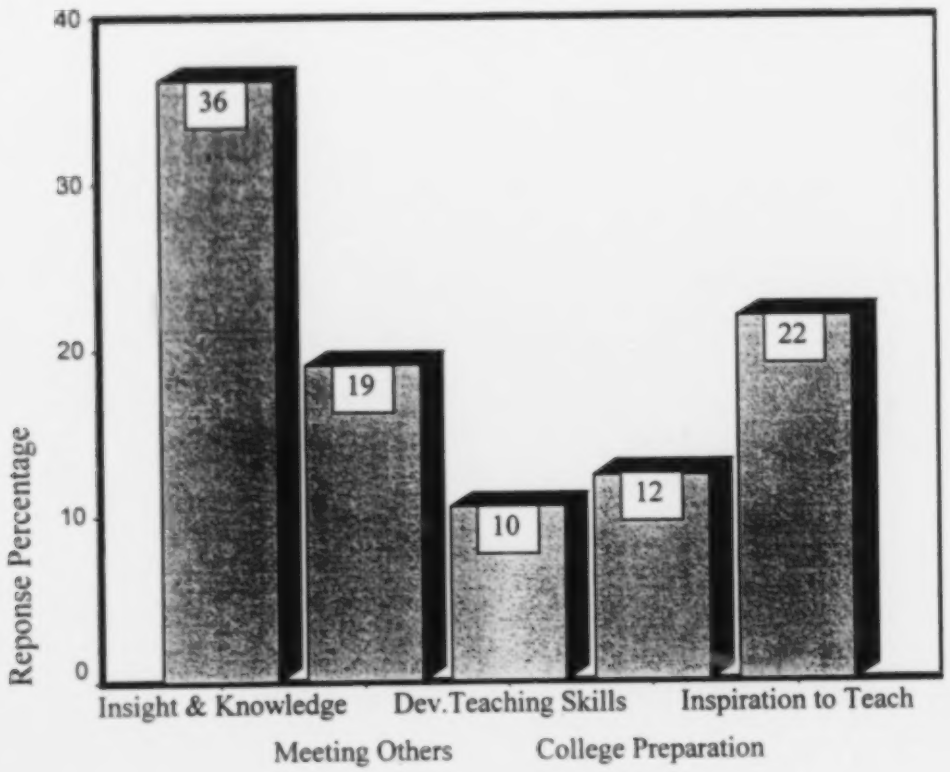
Strongest Aspects of the Summer Academy



The respondents of this study were asked to select from a list of several options of those things which they thought were the strongest aspects of the Summer Academy program. Figure 6 outlines the response rate percentages of each of these categories. The most frequently marked options in this section were the communicative interactions that took place between students, and between faculty and students. Respondents greatly emphasized the importance of this interaction in the growing and sharing process that took place during the Academy, and their comments are outlined in the next section. In addition to these, there was an "Other" category presented for selection; however, few participants chose this response.

Figure 7:

Most Valuable Assets Gained from the Academy Experience



Respondents provided many ideas about what they believed to be the strongest aspects of the Summer Academy. This section of the survey was left open to individuals' subjective comments, thus providing the researchers with a better idea of the impact of the Academy on an individual and more personal level.

The most common response was that the Summer Academy provided the students with a vast amount of important information about the field of teaching. Respondents believed their Academy experience provided them with both the insight and knowledge

they needed to become a successful teacher. The second most common response was that the Academy greatly inspired the attendees, giving them the strength and the assurance that they could fulfill their dreams of becoming a great teacher.

The opportunity to meet, converse, and work with other students (19%) who had the same interests, aspirations, and drive was the third most frequent response. Many of the respondents believed that being allowed the opportunity to work in groups with individuals with the same interests and dreams, served to increase their confidence and assertiveness, strengthened old relationships while creating new ones, and helped them to better understand and redefine who they were and what they wanted out of life. Additionally, many of the respondents believed that the Summer Academy helped greatly in preparing them for college (12%) and in developing basic teaching skills (10%).

Four respondents participating in this study said the greatest asset they gained from their Summer Academy experience was that it made them realize that education and teaching was not what they had thought. These individuals chose not to enter the field of education but responded that they were glad to have been exposed to the field through the Summer Academy before spending several thousand dollars on classes and then realizing they were in the wrong field.

Academy attendees also were asked to provide feedback about weaknesses of, or changes they recommended, to improve the Academy. Although there were a total of 116 respondents, only 37 (32%) of the individuals completed this section. The responses to this request, although infrequent, included: (a) including more cultural awareness and diversity issues, (b) changes in the scheduling of speakers and activities, (c) providing more activities during the evenings, and (d) maintaining verbal or written

communications with Summer Academy graduates and providing a yearly newsletter so that all graduates can remain informed of events surrounding the Academy.

The last question asked of the attendees was to provide any additional comments regarding their academy experience. Forty-four (37.9%) of the 47 (40.5%) individuals responding to this question said their Academy experience was very positive. The actual responses to the question ranged from "a good experience" to "it was the best thing that's ever happened to me in my life."

Also of interest to the researchers were the Hubbard Summer Academy graduates' interests, hobbies, and employment characteristics. Tables 4 and 5 provide an overview of the leisure time activities and civic and community involvement of the respondents, and Table 6 provides a combined view of the occupations and current salary ranges of the respondents.

Table 4:

Leisure Time Activities

Type of Activity	Response Frequency	Response Percentage
Reading & Writing	84	72.4%
Sports & Exercise	84	72.4%
Art & Music	74	63.8%
Computer	46	39.7%

Valid Responses: 116

Table 4 illustrates that Hubbard Summer Academy graduates are very active individuals and participate in a wide range of leisure activities. Activities that were mentioned most frequently were reading and writing (72.4%), sports and exercise (72.4%), art and music (39.7%), and computers (39.7%). Other major interests mentioned by the respondents included electronic gaming and spending time with friends and family.

Table 5:

Community Activities

Type of Activity	Response Frequency	Response Percentage
Religious	85	73.3%
Student & Alumni	56	48.3%
Service Organizations	54	46.6%
Youth Organizations	37	31.9%
Charitable Organizations	24	20.7%

Valid Responses: 116

Additionally, Summer Academy graduates also have been very active in a variety of community activities. Seventy-three percent of the respondents said they participated in religious organizations and activities. Additionally, almost half of the participants responded that they were active in some type of student organizations or alumni activities, and 46.6% (54) said they belonged to a service organization.

Table 6:

Salary Ranges of Academy Respondents

Occupational Category	Salary Range
Management, Consulting, & Administrative Specialization	$21,000 -- $68,000
Medicine & Health	$15,000 -- $50,000
Education	$18,000 -- $40,000
Clerical	$15,000 -- $18,000

Salaries of the Academy respondents varied greatly. The range was from less than $15,000 for one respondent who had not attended college, to $68,000 for one respondent who had obtained a bachelor's degree and was working for the federal government. For those respondents who had obtained a bachelor's degree and currently were working in the field of education, their salaries ranged from $18,000 to $40,000 with an average salary of about $25,000. All of these respondents had received a bachelor's degree in education.

DISCUSSION

The results and analysis of this study bring to light several interesting points concerning students who have attended the Hubbard Summer Academy for Future Teachers. Although the number of respondents was somewhat lower than the researchers had hoped, the information is no less valid or important. The results of this descriptive study indicate that the academy provided a valuable tool for attendees to aid in developing a clearer understanding of the field of teacher education.

One of the most interesting findings of this study was that students who attended the academy, which was hosted by The Teachers College at Emporia State University, were much more likely to return to and enroll in the teacher education program at that university. The percentage of respondents who returned to Emporia and enrolled in the education program (53.95%) far exceeded that of respondents who enrolled in other universities or colleges in the state.

Another finding of great practical significance was that students who attended the Academy were very likely to pursue education as a career. Information provided in Figure 4 has two major implications. First, the high percentage of students attending the academy and subsequently enrolling in a teacher education program may be indicators that the selection screening process used for Academy participation is sound. Secondly, this also may be an indicator that by the time students reach their junior and senior years of high school, they have a fairly firm idea of what career they wished to pursue.

The representation of minority respondents in this study was only 7.2%. Although seemingly low, this percentage is fairly representative of the population of

academy attendees, which ranges between 6% and 12% on average. The Summer Academy's inclusion of minority ethnic groups is also representative of the state's minority percentage, which is approximately 11%.

The gender ratio of the respondents (82.8% females) is somewhat lopsided and not representative of the actual Summer Academy percentage, which is about 75% females. According to William Cutler's History of the State of Kansas, female teachers in Kansas have out-numbered males by a ratio of 2:3 as far back as the mid-1800s. This trend has not changed dramatically over the years, and the Summer Academy percentage is much more representative of the female teacher ratio in Kansas and the current national average of 66% women.

Figure 5 illustrates a very interesting and important finding. It provides a breakdown of the 65.52% who chose teacher education as their primary field of study. Well over half of those students chose to attend Emporia State University. The implications of these findings are far reaching. This indicates that a university hosting an Academy has a much greater chance of having Academy graduates return to the institution to begin their college education. This also is supported by many of the comments provided by the respondents in this study. These individuals indicated that the information provided through the Academy, and the supportive and friendly faculty who worked with them, made a big impact on their decision to attend ESU.

Upon closer observation, it was found that 31 (40%) of the 77 current undergraduates were attending ESU. Twenty-five (81%) of these students were enrolled as education majors. Likewise, 18 (53%) of the 34 respondents who have already received their bachelor's degree had attended Emporia State and 15 (83.3%) of

those 18 students majored in education. Eight (66.6%) of the 12 respondents who were currently enrolled in or had already completed their master's degree program, also attended Emporia State University.

RECOMMENDATIONS AND OBSERVATIONS

1. The Future Teachers Academy should be continued because it has been successful in informing prospective students of the value of becoming classroom teachers.
2. The Future Teachers Academy should expand its selection process to include more minorities and males.
3. The university should increase its scholarships and financial aid to attract more individuals into teacher education.
4. The salaries of teachers in all states should be improved to attract and retain the "best and brightest" into the teaching profession.

The Future Teachers Academy is also helping to alleviate the "brain drain" from the state of Kansas as 92% of the participants attended colleges in the state. The Academy also served the purpose of guiding some individuals into other professions by making them realize that teaching was not for them.

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Appendix

EMPORIA STATE UNIVERSITY

INFORMED CONSENT DOCUMENT

The Jones Institute For Educational Excellence at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

A study of The Hubbard Summer Academy for Future Teachers will be conducted to gather and assess the effectiveness of the academy since its inception in 1989. The study will mainly serve as a descriptive tool and will assess the effectiveness and impact of the program on the attendees. The questions on the survey form were selected by the principal researchers, and the Hubbard Summer Academy for Future Teachers Advisory Board, as being those variables most pertinent to properly assess the effectiveness of the Academy. The survey is being sent to all former participants who attended the Summer Academy between 1989 and 1997.

Once the data are collected from the participants, they will be coded and be analyzed in such a way that no single participant will be identified by name. Likewise, the results of the study will only provide information about the participants' responses as a whole, identifying no single participant. Participation in this study is voluntary and confidentiality will be strictly maintained. No participant's individual information will be released to any other parties, nor will participant's information be identified by name or similar means. Additionally, the researchers have determined that there will be no risk to participants involved in with this study

The primary goal of this research is to gain an accurate assessment of the overall effectiveness of the Summer Academy. Therefore, we would greatly appreciate all Summer Academy attendees' input. **Your signature and return of this informed consent form will be considered as your informed and voluntary consent to participate in this study.** Please take a few minutes to complete this informed consent and the enclosed survey form and return both in the enclosed self-addressed envelope on or before **October 25, 1999.**

The information provided by this study will enable the organizers of the Summer Academy to better meet the needs and educational goals of future attendees. Likewise, we will be better able to assess the academy's influence on the career choice of the attendees.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

_____ _____

Participant's Signature Date

_____ _____

Parent or Guardian (if subject is a minor) Date

EMPORIA STATE UNIVERSITY

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HUBBARD FOUNDATION
EDUCATIONAL PROJECT

September 22, 1999

Dear Former Hubbard Summer Academy for Future Teachers Attendee:

The Hubbard Summer Academy for Future Teachers Program has just completed its 11th year of providing Kansas' brightest high school juniors and seniors with the opportunity to learn about the rewards and challenges of teaching. We are now conducting a follow-up study to assess the program's impact on those who attended the academy since its inception in 1989. However, in order to effectively assess the program, we need your help. We need to know in what ways the program has affected your goals and professional direction.

The Jones Institute for Educational Excellence and the Hubbard Summer Academy for Future Teachers Advisory Board have designed and developed the enclosed survey to collect information necessary to assess the effectiveness of this program. The survey is being sent to all former participants who attended the Summer Academy between 1989 and 1997. Your participation in this study is voluntary and confidentiality will be strictly maintained. No participant's individual information will be released to any other parties, nor will participants' information be identified by name or similar means, for the purpose of reporting the results of this study.

Our primary goal is to gain an accurate assessment of the overall effectiveness of the Summer Academy and we would greatly appreciate all Summer Academy attendees' input. Your signature and return of the informed consent document and completed survey form will be considered as your voluntary and informed consent to participate in this study. Please take a few minutes to complete the form and return it in the enclosed self-addressed envelope on or before **October 25, 1999**.

The Jones Institute for Educational Excellence and the Hubbard Summer Academy for Future Teachers would like to thank you in advance for your assistance with this study. If you need additional space for your responses, please attach a separate sheet.

Sincerely,

Robert E. Glennen
President Emeritus,
Emporia State University

Dr. Leo Pauls
Director,
Hubbard Summer Academy
for Future Teachers

Hubbard Summer Academy for Future Teachers
Follow-up Study

Name:_____(maiden)_____
Current address:_____
_____
Current phone number: (____)_____Current email address:_____

Gender: ____M____F Age:_____ (Optional) Marital Status: ____M____S____D/W
If married, does your spouse work in an education-related field? ____yes ____no

Ethnicity: (Optional)
_____ White (European, N. African, Mid. East)
_____ Black (Black racial groups of Africa)
_____ Hispanic (Mexico, Puerto Rico, Cuba, etc)
_____ Asian or Pacific Islanders (China, Japan, Korea, etc)
_____ American Indian or Alaskan Native

High school from which you graduated: _____Graduation date(M/Y):_____
Location (City):_____
Year attended the Hubbard Summer Academy: _____
Did you enter college directly after high school graduation? _____ yes _____no
Are you currently a student? ____ yes ____no
Current classification: ____Freshman ____Sophomore ____Junior ____Senior ____Graduate Student

Colleges/universities and dates attended:_____
_____
_____
Undergraduate major:_____Cumulative GPA:_____
Degree received:_____
List advanced degrees obtained:_____
_____

If you attended or are currently attending college, in what form(s) did you receive assistance?
____scholarships ____grants ____loans other financial aid (list):_____
If received scholarships, please list:_____
_____
_____

If you attended or are currently attending college, which factor(s) influenced your decision to attend your undergraduate institution?

Please rank the top 3 influencing factors
with a rank of 1 being the most influential category.

____cost of tuition
____financial aid
____curriculum (major)
____involvement in the Summer Academy
____proximity to home
____size of institution
____quality of faculty of the institution
____prestige of the institution

If employed, current occupation and job title:_____

_____

Annual salary: _____

If employed in an education-related field, list past and present job titles:_____

_____

_____

On the following categories, please mark all that apply.

Civic/community activity involvement:

- ☐ Religious
- ☐ Student and Alumni
- ☐ Youth Organizations
- ☐ Service Organizations
- ☐ Charitable Organizations
- ☐ Other (list): _____

_____

Hobbies/leisure time activities:

- ☐ Sports and Exercise
- ☐ Reading and Writing
- ☐ Art and Music
- ☐ Computer Activities
- ☐ Electronic Games
- ☐ Other(list):_____

_____

The strongest aspects of the Hubbard Summer Academy:

- ☐ Interaction with Academy faculty
- ☐ Interaction with other students
- ☐ Interaction with guest speakers
- ☐ Other (list):_____

_____

- ☐ Speakers
- ☐ Variety of activities
- ☐ Topics Addressed

List the most valuable assets you gained from your academy experience:_____

_____

_____

List any weaknesses and or changes you would recommend in the Hubbard Summer Academy (ie. Schedule, activities, speakers, topics): _____

_____

_____

Additional Comments: _____

_____

_____

_____

_____

_____

_____

ABOUT THE AUTHORS

Robert E. Glennen is president emeritus of Emporia State University, Emporia, Kansas, having served from 1984 to 1997. During the 1998-99 academic year, he served as the Jones Distinguished University Professor in the Jones Institute for Educational Excellence at Emporia State University. He began his career as an instructor and baseball coach at the University of Portland, Oregon, and has held numerous leadership positions in higher education since. He has served as an associate professor at Eastern Montana State College, associate dean of the Freshman Year of Studies at the University of Notre Dame; dean of the University College, vice-president for educational services, and acting vice-president for academic affairs at the University of Nevada-Las Vegas; and president of Western New Mexico University. He received his bachelor's degree in languages, philosophy, and education and a master's degree in educational administration from the University of Portland, and a doctoral degree in counseling and social psychology from the University of Notre Dame, Indiana. Since his retirement, he has served as acting Vice Chancellor at the University of Arkansas at Monticello and interim Provost at the University of Southern Colorado.

Dr. Glennen has been a college academic advising and retention consultant for more than 35 colleges, universities, and community colleges across the U.S. and has received numerous awards for his work in and support of teacher education, including the award for Outstanding Support of Teacher Education from the American Association of Colleges for Teacher Education. His presentations and publications have been focused in the areas of academic advising, student retention, and enrollment management. Dr. Glennen was instrumental in creating and establishing the National Teachers Hall of Fame in Emporia, Kansas, and has served as the president of the National Teachers Hall of Fame foundation since 1989. In the private sector, he has served on the boards and councils of many public and civic organizations, has been a professional baseball scout for the Philadelphia Phillies, and was inducted into the Athletic Hall of Fame at the University of Portland.

Dr. Glennen and his wife, Mary, a University of Portland nursing school graduate, have eight children, six of whom have attended Emporia State University.

David J. Martin is a graduate research assistant working at the Jones Institute for Educational Excellence, Emporia State University. He received an associate's degree in management from the University of Maryland, and his bachelor's degree in Industrial Psychology from Missouri Western State College, St. Joseph, Missouri. Mr. Martin is currently pursuing a master's degree in Industrial and Organizational Psychology while working at the Jones Institute as a research analyst and database manager.

ABOUT THE JONES INSTITUTE FOR EDUCATIONAL EXCELLENCE

The Jones Institute for Educational Excellence in The Teachers College at Emporia State University has played an important role in the advancement of education in Kansas. Originally established in August 1982 as the Center for Educational Research and Service, the institute is experienced in policy analysis, field service, research, grant administration, and publications. Flexible and creative, the Jones Institute is prepared to initiate and respond to proposals, suggestions, and projects that are designed to enhance the quality of education in Kansas.

The Jones Institute is a non-profit organization partially funded by the Walter S. and Evan C. Jones Trust of Lyon County, Kansas. Additional funding and services are made possible through contracts, grants, sales, and the State of Kansas. For more information, contact Dr. Leo W. Pauls, executive director of the Jones Institute, toll free at 1-877-378-5433, or email <paulsleo@emporia.edu>.